

KERSHAW ELEMENTARY

108 N. Rollins Dr.
Kershaw, S.C. 29067

GRADES K-5 Elementary School

ENROLLMENT 490 Students

PRINCIPAL Mrs. Jennifer C. Etheridge 803-475-6655

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	63	25	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

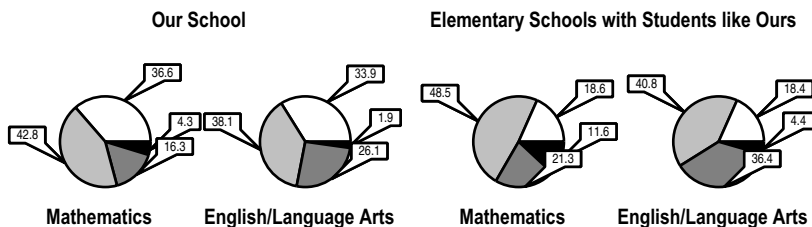
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	268	100.0	33.9	38.1	26.1	1.9	40.9	Yes	Yes
Gender									
Male	144	100.0	45.3	33.8	18.7	2.2	34.5		
Female	124	100.0	20.3	43.2	34.7	1.7	48.3		
Racial/Ethnic Group									
White	184	100.0	23.7	40.7	33.3	2.3	50.8	Yes	Yes
African-American	82	100.0	56.4	32.1	10.3	1.3	19.2	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	214	100.0	22.7	43.0	31.9	2.4	48.8		
Disabled	54	100.0	80.0	18.0	2.0	0.0	8.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	268	100.0	33.9	38.1	26.1	1.9	40.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	268	100.0	33.9	38.1	26.1	1.9	40.9		
Socio-Economic Status									
Subsidized meals	134	100.0	48.8	33.9	17.3	0.0	27.6	Yes	Yes
Full-pay meals	134	100.0	19.2	42.3	34.6	3.8	53.8		

Mathematics - State Performance Objective = 15.5%									
All Students	268	100.0	36.6	42.8	16.3	4.3	33.9	Yes	Yes
Gender									
Male	144	100.0	40.3	42.4	15.1	2.2	33.1		
Female	124	100.0	32.2	43.2	17.8	6.8	34.7		
Racial/Ethnic Group									
White	184	100.0	24.9	48.0	20.9	6.2	43.5	Yes	Yes
African-American	82	100.0	62.8	30.8	6.4	0.0	11.5	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	214	100.0	27.5	47.8	19.3	5.3	39.6		
Disabled	54	100.0	74.0	22.0	4.0	0.0	10.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	268	100.0	36.6	42.8	16.3	4.3	33.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	268	100.0	36.6	42.8	16.3	4.3	33.9		
Socio-Economic Status									
Subsidized meals	134	100.0	51.2	39.4	9.4	0.0	19.7	Yes	Yes
Full-pay meals	134	100.0	22.3	46.2	23.1	8.5	47.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	87	100.0	31.7	31.7	31.7	4.9	36.6
	Grade 4	91	100.0	27.0	38.2	32.6	2.2	34.8
	Grade 5	80	100.0	57.9	31.6	9.2	1.3	10.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	96	100.0	37.9	30.5	28.4	3.2	31.6
	Grade 4	81	100.0	26.3	45.0	26.3	2.5	28.8
	Grade 5	91	100.0	35.6	41.4	23.0	N/A	23.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	87	100.0	19.5	50.0	18.3	12.2	30.5
	Grade 4	91	100.0	21.3	33.7	31.5	13.5	44.9
	Grade 5	80	100.0	51.3	43.4	5.3	N/A	5.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	96	100.0	41.1	51.6	5.3	2.1	7.4
	Grade 4	81	100.0	25.0	41.3	25.0	8.8	33.8
	Grade 5	91	100.0	42.5	33.3	20.7	3.4	24.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 490)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.4%	Up from 0.2%	2.7%	2.7%
Attendance rate	96.0%	No change	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%		3.1%	3.5%
Eligible for gifted and talented	14.6%	Down from 15.8%	15.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	Up from 8.6%	9.0%	8.2%
Older than usual for grade	0.4%	Down from 0.8%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	78.8%	Up from 75.0%	52.4%	51.4%
Continuing contract teachers	90.9%	Up from 87.5%	90.6%	87.5%
Highly qualified teachers**	95.7%	N/A	94.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	95.1%	Up from 92.7%	88.5%	86.7%
Teacher attendance rate	94.4%	Up from 92.7%	95.0%	94.9%
Average teacher salary	\$43,574	Up 0.8%	\$40,908	\$40,760
Prof. development days/teacher	12.8 days	Up from 8.4 days	12.2 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 19.4 to 1	19.3 to 1	18.9 to 1
Prime instructional time	89.0%	Up from 87.0%	90.3%	90.0%
Dollars spent per pupil*	\$5,798	Up 2.9%	\$5,798	\$6,044
Percent of expenditures for teacher salaries*	67.4%	Down from 67.7%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.7%	92.0%
Highly qualified teachers in high poverty schools**	90.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Expect to be impressed, our children are the best!" Our school motto continues to be reflected in the efforts of our entire school family. From School Improvement Council/PTO Family Nights for every grade level to new computers and materials purchased by local business partners, a positive school experience for all students is the commitment of our community. We strive to be a resource within the Kershaw area for young and old alike!

The excitement of learning continues in the utilization of Harcourt Mathematics and Everyday Mathematics programs, a Discovery cluster program using Core Knowledge Curriculum and Multiple Intelligences Theory, SRA Corrective Reading, and Fast ForWord for identified 3rd, 4th, and 5th graders. We proudly celebrated the induction of 46 charter members into the National Jr. Beta Club! All students enjoyed the eight-week cultural instruction of Ms. Yasuko Kyoda, our intern from Nihon University in Japan. Staff development activities for teachers and assistants included sessions with visiting children's authors, district sponsored Professional Growth Institutes, and Standards In Practice training to refine assessment techniques and compare standards vertically between grade levels. We were proud to offer free computer instruction to adults in our area for the first time this year.

Innovative learning experiences are provided for all students through NCS Learn computer software for mathematics and language arts, standards-based field trips on all grade levels, and manipulatives in both mathematics and science. Extended day and year enrichment has been provided through the Lancaster Youth Endowment Homework Center and Summer Smarts 2004. AmeriCorps members, Teacher Cadets, and Service Learning students, along with parent and grandparent volunteers, provide tutoring and mentoring for our students. Cheers are lifted in honor of learning each fall at the LCSD I Love Learning Rally and each spring at our annual PACT pep rally!

Our Positive Action Character Education program and numerous service learning activities provide citizenship opportunities for our students and staff, and support the American Red Cross, St. Jude's Children's Research Hospital, March of Dimes, Pennies for Peace, and the Muscular Dystrophy Association. All students participated in musical and dramatic performances for family and friends during the year, such as the 5th grade production with The Baillie Players professional theatrical company. PTO contributions continued to support supplemental instructional materials, purchased new signs for both school entrances, helped fund visiting artists, and supplied awards for Accelerated Reader throughout the year.

Submitted by Mrs. Jennifer C. Etheridge, Principal
Mrs. Jennifer Parker, SIC Chair 2003-2004

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	77	59
Percent satisfied with learning environment	97.1%	92.1%	89.3%
Percent satisfied with social and physical environment	100.0%	80.5%	84.2%
Percent satisfied with home-school relations	91.2%	88.3%	77.6%

*Only students at the highest elementary school grade level at this school and their parents were included.